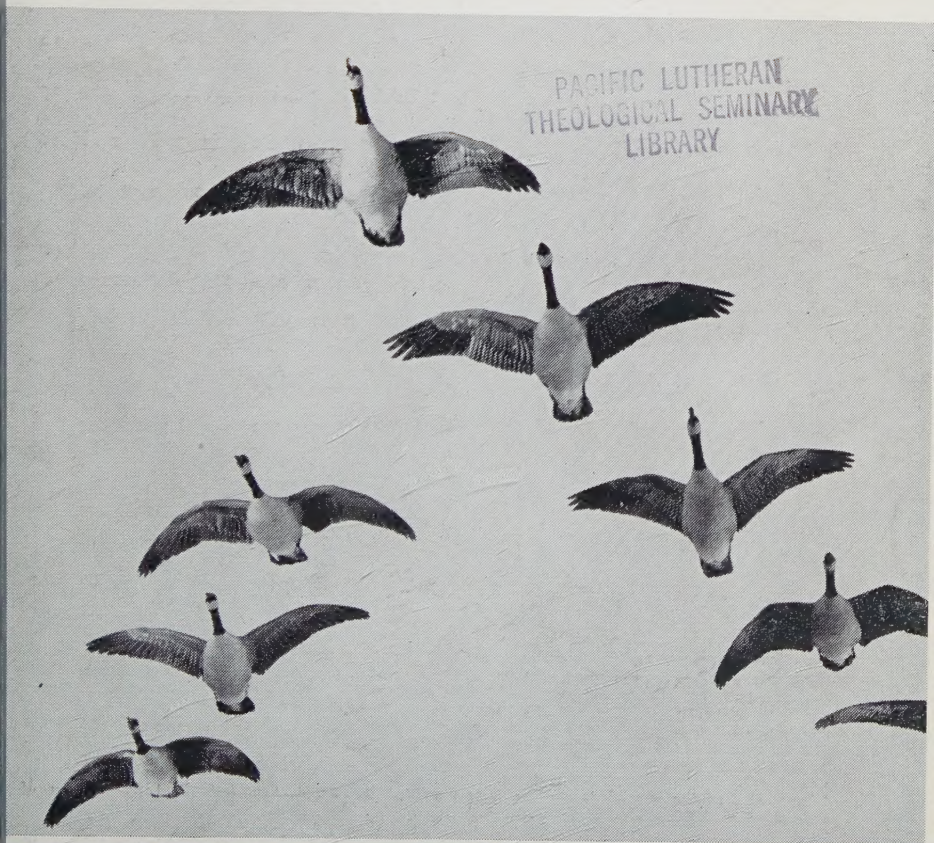


# The Church School Teacher

Volume XX

NOVEMBER 1951

Number 9



MAGAZINE FOR CHURCH SCHOOL WORKERS

THE  
CHURCH SCHOOL  
TEACHER

VOLUME XX No. 9

NOVEMBER 1951

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# The Church School Teacher

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## *From Your Director*

By L. H. WESTBERG

*Augustana Lutheran Church*

THE use of audio-visuals has been incorporated into the Board of Parish Education teacher training program. At the TTT (Teacher Teach Teacher) schools for demonstration teachers held last spring (at Arlington Hill Church, St. Paul, Minnesota; Ebenezer Church, Chicago, Illinois; and First Church, Des Moines, Iowa;) four filmstrips were introduced to enable the instructors to cover the maximum work in the streamlined Friday evening and all-day Saturday sessions. The audio-visuals used are available to Sunday Schools, either through purchase or rental.

### *Two Main Aims*

The TTT Program is a method for helping Sunday school teachers grow in their teaching skill. It uses a technique of demonstration, and deals with two main aims: 1. To help teachers prepare their Sunday school lessons. 2. To help

teachers teach their Sunday school lessons. In the program, each conference Commission on Parish Education selects twenty or more highly qualified teachers within the conference, and assembles them at a central location for a *school for demonstration teachers*.

### *In the Churches*

A staff from the Augustana Board of Parish Education conducts the demonstration schools. The teachers attending the school agree to carry on this training-by-demonstration by acting as instructors in similar schools held in the districts and in the local churches. These local schools are organized and promoted by the conference Commission on Parish Education.

### *The Teacher Prepares*

To point up the possibilities in lesson preparation, the filmstrip, *The Teacher Prepares*, was used. With its accompanying phonograph records, this filmstrip tells

the story of a teacher who learned by bitter experience that she was failing in her teaching because she came to her class unprepared. Determining to become a good teacher she changed her ways. The filmstrip shows the methods she used to become a *prepared* teacher.

### *To Hit the Target*

In the TTT schools the instructors make a transition from the filmstrip to the actual preparation of a lesson in our Augustana Sunday school material, *The Christian Growth Series*. Aims for the lesson are determined and a lesson outline made so they hit the target. Later the lesson is demonstrated with a class of children. At St. Paul, Chicago, and Des Moines, this procedure was followed in the Beginner Department (Kindergarten), Primary Department, Junior Department, and Intermediate Department.

### *No Two Alike*

An understanding of the differences and similarities between children is necessary to good teaching. The sound filmstrip, *No Two Alike*, uses the analogy of the snowflake in introducing the study of differences. Just as there are no two snowflakes alike so there are no two children alike. The filmstrip shows the differences and similarities of children.

In most public schools children have the advantage of clean, attractive, well-lighted rooms, comfortable chairs, convenient tables, and other modern equipment. A dimly-lighted, unattractive, and poorly equipped Sunday school is an obstacle to teaching. A good teacher often can do wonders in such a situation, but no teacher will want such surroundings in which to work. The sometimes heard remark of adults, "It was good enough for us," gets the tacit or spoken reaction of the child, "You can have it!"

### *Rooms and Equipment*

Not always does the Sunday school need *new* equipment. Often it needs only some intelligent overhauling. The color filmstrip, *Making the Most of Rooms and Equipment*, was used at the demonstration schools as a basis for a discussion of both planning a new parish education building and overhauling an old one.

### *The Growing Teacher*

The fourth audio-visual used in the TTT schools was the sound film strip, *The Growing Teacher*, a true story of a church member who, accepting the challenge of Christ's great commission, used God's resources and not only grew personally, but helped her class

grow in fellowship with Christ, the Saviour. In the TTT schools *The Growing Teacher* was used as a closing service of commitment to the program of helping teachers

1. *Prepare their lessons, and*
2. *Teach their lessons.*

So far, the TTT Program, Teacher Teach Teacher, has been initiated in the following Conferences: California, Columbia, Il-

linois, Kansas, Minnesota, New York, New England, Iowa and Nebraska. Where there has been support and co-operation on the part of the Conference commissions there has been encouraging results in the local Sunday schools. It is the plan of the Board of Parish Education to continue this program of Teacher Teach Teacher in order to give Sunday school teachers practical help.

---

### *Help Us Teach Love*

By ROBERT DOLF

These days, O God, when hate, suspicion, strife,  
Are rampant in and through our daily life,  
Please give us of Thy all-sufficing grace  
To teach, dear Lord, the children that our place,  
As Christians, is to truly love all men,  
No matter whom or how they are, and then,  
Please help us walk in love with Thee each day.  
All this in Jesus' precious name we pray. AMEN.



# *The Church's Task: Teach My People*

By OSCAR A. BENSON

*President, Augustana Lutheran Church*

*It is a real privilege for THE CHURCH SCHOOL TEACHER to bring to its readers this significant article by the new president of the Augustana Lutheran Church. Presenting it to you the first week of Dr. Benson's administration is for us a happy scoop. EDITOR.*

**E**VANGELISM is in the air.

Everywhere in Protestantism leaders are emphasizing the importance of winning a larger number of the unchurched for the kingdom. Local Councils of Churches have established departments of evangelism, and the National Council of Churches, organized in Cleveland a year ago, listed first among four commissions a Joint Commission of Evangelism. In our Lutheran Church, the leaders of the various bodies were so anxious to initiate intensified evangelism that they organized a joint commission without waiting for the tedious procedures necessary to secure action by the National Lutheran Council.

## *All Ages Must Be Taught*

We ought to be thankful for this manifested zeal for the winning of

America for Christ. But such zeal will bring no lasting results unless we institute a more comprehensive program of parish education. It must be comprehensive both vertically and horizontally. All ages must be taught, and there must be more inclusive subject matter. We must abandon the notion that the teaching function of the Church ends at Confirmation.

## *The Task*

Not even in a degree must the church member be allowed to feel that he knows all he needs to know about the Word and the Church when he has stumbled through a catechetical examination. Adult classes are not just a convenient stopgap for parents waiting for their children to be through with Sunday school, nor indeed should adult education be provided only

on Sundays. There might well be a planned educational element in every meeting of every organization in the local church. It may be easier to win people for the Church than to keep them there, and only systematic teaching can accomplish the latter. It is also far easier to wax eloquent about the abysmal spiritual illiteracy of our generation than to do something to alleviate it. And that exactly is the Church's task.

### *The Good Way*

Thinkers since the dawn of history have spent their lives trying to decide what is "the highest good," and many of them never found it. There is manifestly such a supreme value for men to seek, a true philosophy of life. Read your Bible and discover how often writers like Samuel, David, Isaiah and Micah have spoken about "the good way." That is it, and the Church must open the eyes of its pilgrim members to it, so that to them it becomes indeed the highest good, the very way in which they want to walk. In the fullness of New Testament revelation, Jesus becomes that Way, and his early disciples soon learned to speak of their gospel as "The Way." We who teach may be expected to say and do as did Samuel, "I will in-

struct you in the good and the right way." 1 Samuel 12:23.

Teaching involves correction. There needs to be developed a healthy "fear of the Lord," which is the "beginning of wisdom." Notice that God is always concerned about "wisdom" and not knowledge, except as the latter contributes to the former. For men may know "precept upon precept, line upon line" (Isaiah 28:9) and yet not be wise unto salvation. We must teach each other how to behave according to God's standards and the folly of disregarding His laws.

### *Inhibitions and Repressions*

Some teachers seem to think that to inculcate "the fear of the Lord" is to be something less than evangelical. Specific rules of conduct need to be taught our generation, too, even at the risk of violating the principles of those who warn us constantly against developing "inhibitions" and "repressions." There is nothing in the Scriptures to encourage license as a way to attain "the stature of the fulness of Christ," but admittedly it has succeeded in developing the "uninhibited personalities" that are making our age one of such moral decadence that even thoughtful unbelievers are becoming concerned.

*More Than Ethical Ideals*

But the Church has something far more wonderful to teach than ethical ideals. It has Jesus Christ to reveal and glorify in the hearts and minds of its people. That is the paramount subject matter. However, only after men have learned how ill they behave in the light of God's immutable standards, as the Church has clarified them, can they truly appreciate the Saviour. Then they really long for a Redeemer, one who can cleanse and strengthen and inspire. Oh, that the Church were always ready to lead men to Him.

*Inseparable*

However, law and gospel are just as inseparable in teaching as in preaching. To the extent that sin is glossed over, Christ becomes dispensable. The teacher who "loves" her pupils too much to correct their behavior and point out their sins simply neither has nor needs a Christ of the Cross to present to them for they do not need Him. But the supreme task of the Church is to preach and teach Jesus Christ as having "all power" to redeem men from sin, and through saved men to redeem society. Only sin-conscious men and nations will listen to that teaching.

*The Need Is for Teachers*

If the Church is to teach its people, it must have teachers. Prospective teachers must themselves be willing to be taught, and someone must be willing to instruct them. Paul initiated an intelligent parish education program when he wrote to Timothy, "What you have heard from me before many witnesses entrust to faithful men who will be able to teach others also" (2 Tim. 2:2). He began with training teachers. Our difficulty often is to find teachers who are "faithful" enough to be willing to receive instruction. Often, too, those who most desperately need the instruction are the very teachers who stay away from the training class. Self-discipline must be achieved first before one can begin to discipline others effectively.

*Content More Than Method*

Paul never tired of that theme, for he said also to the Jews in Rome, "You then who teach others, will you not teach yourself?" (Rom. 2:21), and he was thinking particularly then of harmonizing their lives with their teachings. Nor is it primarily a matter of educational methods. In teaching religion at least, the content will ever remain of greater importance than the method, and



it is just with reference to the subject matter that all of us need constant reviewing and refreshing. None ever masters even approximately the message of God's infinite Word. There is always a new light, no matter how often we read an old passage.

### *God-conscious*

A God-conscious teacher will make a God-conscious pupil. Those who administer the educational function of the Church cannot afford to forget that only as the Holy Spirit guides their thinking, writing and speaking, can they hope to "teach my people," God's people. That means much prayer and much time spent with the Word. It means the ability to detect God's hand in the perennial miracles of nature and to transmit that discovery to the less mature in the Church. It means an appreciation of God's intervention in history, so that even the chronicles

of secular events become a record of God's omnipotence and love. A teacher who achieves such a sublime sense of God in His world may confidently hope to instruct others and to inspire them to seek the favor of so benevolent a Father.

Teaching God's people is not immediately rewarding in every case. Our Bible repeatedly warns us against "false teachings," and those who have been effected by such misinterpretations will often resent being taught the truth. Others will show complete indifference, even though for some strange reason they have joined the church or brought their children to its schools. But the blessing of being a Christian teacher, dedicated humbly to the Master, willing ever to learn more about one's task, concerned vitally about eternal souls, is one that only eternity can evaluate adequately.

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### *Like the Stars of the Morning*

*If the stars should appear one night in a thousand years, how would men believe and adore, and preserve for many generations the remembrance of the city of God which hath been shown! But every night come out these envoys of beauty, and light the universe with their admonishing smile.*

RALPH WALDO EMERSON.

# A Beginners Tea

By ETHEL SWANBERG

First Lutheran Church, Geneva, Illinois.

*This article should have appeared in the September issue. But we just could not get it in. Even though late it will give the Nursery and Kindergarten teachers ideas. You can have your tea this month.* EDITOR.

AT this time of the year we begin to think about the newcomers in our Sunday school. It is a real joy to look forward to meeting not only these three, four and five-year-olds, but their mothers as well. And we do this by having a tea party for them just before Rally Day.

About six weeks before Rally Day the teachers in the Beginner's Department meet with our Cradle Roll Secretary. From the Cradle Roll record of baptized children we list separately all the three, four and five-year-olds. We determine the age limit for Sunday school by the age limit set by our public schools. For instance, any child who becomes three years old on or before December 31st is eligible for enrollment in our Nursery group on Rally Day, the first day of our Sunday school year.

## Public School Age Limits

After the exact time and date for the party has been determined,

the Cradle Roll secretary sends out the invitations with an R.S.V.P. We plan a very informal party, the date of which is set for a few days prior to Rally Day. The hour is usually 3:30 o'clock to enable mothers of very young children to attend. The pastor and his wife are invited as guests on this occasion to give opportunity to meet the mothers and children.

## Let It Be Fun Make It a Party

We like to make our Sunday school room as attractive as possible for the party, by placing small bouquets of flowers on the low tables where refreshments will be served. Refreshments usually consist of cake and ice cream for the children, and cake and coffee for the mothers. It is a nice thing, too, but not necessary, to have some little favor to give to the children after the party. A little welcome card, a colored picture, or a lollipop will do.

The teachers receive and greet our guests when they arrive. Enrollment cards are distributed, filled out and collected. When everyone has assembled and become acquainted with each other, a warm welcome is extended. We endeavor to make this first contact with the Sunday school a happy, friendly one. Many times a gathering such as this has served to strengthen the ties between home and church.

### *A Program*

Our pastor offers a short prayer, after which we all sing some familiar song, such as "Jesus Loves Me," or "Onward, Christian Soldiers." We never plan a program for this occasion, but rather let it be spontaneous. Often a child will ask if he may sing a song he knows. We gladly let him sing.

Time does not allow for more than a short presentation of our Sunday school procedure and an explanation of our Christian Growth leaflets. The matter of birthdays and offerings through the envelope system are also explained at this time. In fact, so many questions are brought up that we must shorten this period, and proceed with our refreshments. Before we take part in our dainty lunch, the children offer a little familiar prayer.

### *The First Friendly Gesture*

All too soon our delightful Beginners Tea has come to an end. Our guests depart happily because they now feel that they are a part of our Sunday school. And it is hard to say who is the happier, the mother or her child, because of this first, friendly gesture by our Sunday school.

---

### *Late Summer*

*Then he said to his disciples, "The harvest is plentiful, but the laborers are few; pray therefore the Lord of the harvest to send out laborers into his harvest."*

*From an analysis of the last census, "There are between twenty-five and twenty-seven million children and youth in America not being reached by the Church's teaching ministry."*



## *Reach Them*

By HENRY E. HOESMAN

*Director of Evangelism, American Lutheran Church*

TO THE 42,360 Jews returning from the Babylonian captivity (Ezra 2:64) God gave the promise through Isaiah (Isaiah 54:1) that they were to be richly blessed in that they were to have a large increase of their nation after they were settled in their own land. However, they were to give evidence of their faith in this promise of God by immediately enlarging their quarters.

"Enlarge the place of thy tent, and let them stretch forth the curtains of thine habitations: spare not, lengthen thy cords, and strengthen thy stakes." Isaiah 54:2.

### *A Great Increase*

They were to stretch forth the curtains of their habitations. This would also necessitate larger cords and stronger stakes. God has also promised His New Testament children a great increase. We read in the second chapter of Acts: "That the Lord added to the church daily those that were saved." We are also told, "That his word will not return unto him void but accomplish that where-

unto he sent it." He wants that word taught to all for He has commanded the discipling of all. Many of our Sunday schools must also proceed by faith in His promise, and in obedience to His command by stretching forth the curtains and lengthening the cords so that God may give the promised increase.

### *Provide More Adequate Facilities*

Inadequate quarters dampen the enthusiasm of a n y teacher and superintendent for a program of reaching others. Crowding of pupils induces discipline problems and adds to the difficulty of keeping attention. "Why add to my problems by increasing the enrollment?" If teachers in crowded quarters do not ask this question they may nevertheless have it in mind. Thus inadequate facilities restrict efforts to reach others.

We are happy to note that an increasing number of congregations are realizing that there is this bottleneck, and are building, or plan to build, more adequate educational units. We also know that there are other congregations

which, though aware of the need for better facilities, are not financially in a position to remedy the situation. However, they need not helplessly sit by until such time as the church or parsonage debt has been paid. An immediate solution could be found in having duplicate sessions of the Sunday school, just as some congregations have duplicate worship services. The thought of procuring the necessary staff might deter from attempting that. Observation and experience leads us to conclude that many congregations err in not putting enough members to work. Stating it otherwise, in most congregations there are too many in the bleachers and too few on the playing field. In passing we also note that the Monday morning quarterbacks come from the ranks of the spectators, not from the active participants.

### *Something to Do*

It has also happened in our experience a number of times that members, who were never asked to teach or take an active part in the work of the congregation, moved and were transferred to a much smaller fellowship. Glowing reports soon came back of their success as teachers or youth leaders in their new church home. Enthusiasm as a rule runs higher in a

newly-organized congregation simply because everybody has something to do, some definite responsibility.

### *Provide for Smaller Classes*

In Sunday schools with adequate facilities the mistake is frequently made of assigning too many pupils to one class. For example ten sixth-grade pupils in one class is not as effective as two classes for the same grade. It would be much better to have a class for the boys, even though there were only three or four, and another for the girls. Close grading as to age, grade, and sex is the practice in the Sunday schools of the Southern Baptist denomination. In writing of this system in their magazine, *The Sunday Builder*, the reporter attributes to it in large measure for the success they have experienced in reaching them. A maximum of nine pupils, for instance, is the rule for the Junior Department. Not only does this make possible greater self-expression, it also challenges each pupil to help the class grow by bringing his or her friends. When we take note of the growth of the Southern Baptist denomination from 3,524,378 in 1926 to 6,761,265 in 1949, or 91.8 per cent, these recommendations are not lightly dismissed,

especially since they attribute much of their growth to their emphasis on educational evangelism.

### *Provide Each Teacher with More Time*

How are we to do that? It takes no more time to prepare a sermon to be preached to 500 or 1,000 than it does to preach it to 50 or 100. Similarly it requires no more preparation to teach a class of 20 or 30 than one of 9 or 10. However it does require considerably more time to call on each member, to keep close personal touch, when the class is large. The smaller the class the more time the teacher will have for each pupil. It did not require any particular brilliance to figure that out.

### *Calling on Pupils*

From my experience, covering twenty-five years, I must say that one of the pronounced weaknesses of the average teacher is neglect in calling on pupils. I do not limit that statement to Sunday school teachers. It applies to public and parochial school teachers, also. Our daughter and son have graduated from high school. In the twelve years each was in school not a single teacher ever called at our home to meet their parents, to

become acquainted with their home environment.

How can anyone teach effectively without knowing all that possibly can be known about each child? Does one really know a child without learning to know the parents, the environment in which they are growing? Our teachers must be given time and must use that time in calling on each member of the class in order the better to teach them. Also a teacher who does not make calls will not be much concerned about training the boys or girls in visitation, and therefore will not be reaching others through them. To ask the members of the class to do what I as teacher neglect is wasted breath. "Do as I do," must be our presentation.

### *A Responsibility List*

Not only should the teacher devote time to calling on the members of the class, but also on prospective pupils on the responsibility list. Every class should have a responsibility list prepared by the Sunday-school official or committee in charge of enrollment and attendance. Sources for names on the responsibility list are many. In listing a few of them we begin with the congregation. There are many members in our congregation



not enrolled in our Sunday school. Many Sunday-school enrollment records contain names of persons who have been dropped from the active list. In too many instances, we fear, this erasure takes place without the teacher concerned making a call to determine the reason for the absenteeism.

### *Nobody Cared*

Sending a card such as, "We missed you last Sunday," is not sufficient. But even that much is not always done. Recently we read of a pastor who a random picked a card from the "Dropped from the roll file." Across the bottom of the card was the notation "Dropped from the roll," and no explanation. The pastor followed through and found that the boy, who came from an unchurched family, had been seriously ill for over a month and no one from his Sunday school had even called. The pastor returned the card to the class envelope with the notation, "Dropped from the roll because nobody cared."

### *Contacts from Pastoral Acts*

The responsibility list is also to be gained by checking the non-members in contact with the congregation through pastoral acts. In some communities public school religious preference lists are made

available to the churches. Have you checked with your school board? Encourage the members of every class to hand in names and addresses of their friends and relatives. Also train your class in being alert in visiting and reporting on newcomers to the neighborhood. This is especially important in our time when there is so much shifting of population. This moving trend also makes necessary holding frequent religious surveys or canvasses of each community.

### *Train the Boys and Girls in Visitation*

The teacher who is faithful in calling will also train the pupils in visitation. An effective way to train the members of a class in visiting is to invite them one at a time to accompany the teacher on calls. The boys and girls thus learn by example, and we know they are good imitators. After each member of the class has accompanied the teacher on one or more calls it is time to divide the class into teams of two. In doing this we join a more bashful member with one not thus troubled. We also pair the children according to the neighborhood in which they live. Assign one or more names from the responsibility list to each team and announce the

date by which the call is to be made. An extra meeting with the class periodically for making reports on calls assigned, for counseling on difficulties encountered, for instruction and encouragement, will be very worthwhile.

Youth wants to be doing things. Every parent has heard the complaint many times, "I haven't anything to do." Keep the boys and

girls busy, and you keep them interested. Other boys and girls will be attracted to the Sunday school where they do things. Use this natural desire of youth for activity by enlisting them in a challenging program of reaching the unchurched, indifferent and unsaved. Do not hesitate in assigning the names of older people to the youth for calling.

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EDITOR'S NOTE: *Many educators both in public schools and church schools, who are now doing a splendid job with even more than ten in a mixed class, would disagree with Pastor Hoesman in his statement that "ten sixth-grade pupils in one class is not as effective as two classes for the same grade," and also with his argument that the sexes should be separated.*

*While a teacher should realize that it is natural for Junior boys to prefer to be with boys, particularly in their play, it does not follow that separating the boys and girls is necessary or helpful to a teaching situation. The world is made up of both sexes. Wholesome social contacts between the sexes should not be discouraged at any age level.*

*We shall be glad to learn the opinions of our readers.*

## The LEAV Kit

### *Making the Most of Rooms and Equipment*

A CHURCH decorator said that no one hears the sermon the first Sunday a church has been redecorated. All eyes are searching for faults in the decorator's workmanship. However, give the congregation a few weeks to live with the faults, he said, and they become oblivious to them. This phenomenon operates in the realm of the church schoolrooms, too.

#### *Sheds Light*

That is one reason why the colored filmstrip, *Making the Most of Rooms and Equipment*, is valuable. Show it to the Sunday school teachers, to the church councils and trustees, to organizations like brotherhoods and women's societies. It brings to light some of the faults in our present uses of buildings and equipment, and stimulates imagination to see possibilities for better uses. And to the congregation anticipating a building program or remodeling project the filmstrip gives a quick

method to organize preliminary surveying and planning.

#### *The Problems*

Some of the hard problems in connection with rooms and equipment, the filmstrip guide book says, are these:

Buildings and rooms are too small and overcrowded.

Lack of imagination prevents persons from making the best use of rooms and equipment available.

Inability to visualize things as they should be, prevents changes.

Lack of knowledge as to the best plan for building and remodeling rooms.

#### *Three Parts*

The filmstrip and discussion guide sets out to solve these problems, dividing the subject into three parts:

Part 1. People vs. Space.

Part 2. Suggestions for One-room and Two-room Churches.

Part 3. Furnishings and Equipment.



## Factors in Lesson Planning

By EDNA L. E. PETERSON

*This is the second in a series of three articles by Miss Peterson.*

EDITOR.

ASSUMING that the teacher is growing in his understanding of his pupils and their individual needs the second factor to be considered in lesson planning is the material. The teacher should have an overview of the entire series of lessons, not just of the quarter, nor the year, nor even the department, but all the departments preceding his grade and following.

### *Not Impossible*

It looks like a task almost impossible. However this can be an area of study for a number of workers' conferences. The head of each department could be responsible for such a presentation with the teachers of the department helping. Brochures outlining this material for the *Christian Growth Series* may be secured from your publication house. One is entitled, "*The Christian Growth Series at a Glance.*" This is very brief, but gives the reader an opportunity to trace areas of study through the various departments.

A brochure "*Your Prospectus and Guide for Better Teaching*" contains more adequate descriptions of the courses. One workers' conference could be directed by the Sunday school superintendent taking one phase of the series, tracing it through the various departments.

### *An Overview*

In doing this, the study books as well as the Teacher's Guides should be in the hands of the teachers that they might actually study the contents together. I believe this would be very profitable. Teachers will be amazed at the amount of information that is given as well as the continuous plan to foster right attitudes that contribute to Christian growth. With such an overview I believe each teacher would have a good background for teaching her particular part of the series.

The next step in considering the material is to sit down and read the quarterlies for the year that have been assigned to his group and keep notes as you read. This procedure gives opportunity to gather supplementary materials over a

long period of time. It is helpful to keep folders in which to place pictures, clippings, stories, notices of available visual-aid materials and other types of enrichment material. New things are coming on the market constantly. If we are to hold the children's interest we must constantly be on the alert for new ways of presenting the "old, old story."

### *The Difference*

Continued Bible study is another must in the area of material. There are so many opportunities that arise in the class session when the well-prepared teacher can inject Bible truths as a guide for solving life problems.

Reading in the area of child growth and development as well as methods and Christian living will produce "teaching that makes a difference."

### *The Aims*

As the new quarter approaches the teacher familiarizes himself with the aims. Usually you find two aims. One has to do with knowledge objectives, and embraces facts which pupils are to learn and understandings which they are to develop. The second objective has to do with attitudes and habits which should contribute to the

growth of their Christian personality. Since the ultimate aim of all the sessions is the fostering of Christian growth in the lives of the intermediates, the teacher will not be content with merely teaching facts. He will strive to develop the Christian life of pupils. Facts will be important but they will be means to an end. The ultimate aim of each lesson must be growth in Christian faith and life.

As each lesson is being prepared, again the specific aims should be studied. The suggested Biblical basis could be used for private devotions for the week. In many instances it is possible to have pupils also use the same Bible passages for devotions for the week. The influence of such procedure can become very extensive. Here again the teacher needs to know his pupils and their home situations. Do they have a family altar? If so, contact with parents can be made. The Intermediate should be given opportunity to assume active leadership in family devotions, as well as in the worship period of the Sunday school.

What other materials are necessary for the specific lesson? Perhaps it is map work or some project work for missions or hospitals. In any case background material

needs to be collected and organized. The source of materials for teaching is limitless.

### *Elapsed Time*

The fact that sessions in Sunday school come a week apart is an important factor in lesson planning. Six days have elapsed since the group last met, six days of excitement, disappointment, pleasure, etc. The teacher too is different because of happenings to him. Consequently neither the teacher nor the pupils can pick things up at the beginning of a session exactly where they left them a week ago. Re-orientation is necessary. The plan must include new or at least additional motivation. The extent to which this must be done depends a great deal upon the age of the pupil. With very young children therefore continuing projects should be of short duration. Otherwise the group may get discouraged at the seemingly slow progress.

### *Not All Bad*

The week-long time interval is not entirely bad. The necessity for planning new approaches, leads the teacher to see the lesson from different angles and hence may open avenues that he would otherwise have missed.

Likewise the end of the session has its importance and difference. The group should feel that it has reached a goal. When things are left up in the air satisfaction is lacking. A flexible program is a necessity with provisions made for a number of possible endings. Much depends upon the enthusiasm of the pupils as well as upon unforeseen interruptions. Timing a session is difficult but very important.

### *Specifics*

This article has touched upon aims as tied in with materials.

The third article will deal more specifically with goals and specific lesson planning.

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*O God, our Father, let the light of Thy Word ever shine within our homes. Keep the children of the Church in the covenant which Thou hast made with them in Holy Baptism, and give all parents and teachers grace to nurture them in Thy truth and fear; through Jesus Christ our Lord. AMEN.*

*From Augustana Order of Service.*



## *Luther Leaguers on the Teaching Staff*

By HERMAN E. SODERBERG

*Pastor, Augustana Evangelical Lutheran Church  
St. James, Minnesota*

*"Let no man despise thy youth;  
but be thou an ensample to them  
that believe, in word, in manner of  
life, in love, in faith, in purity."*

1 Timothy 4:12

If Scriptural justification is needed for the inclusion of Luther Leaguers on the teaching staff of the church school, we feel that Paul's words to Timothy are to the point. Evidently there were those who considered Timothy too young for his calling. Paul knew this and therefore, being convinced of Timothy's ability, his background and the need for just such a young man as he in the work of the kingdom, sent him forth to seek and to save the lost.

### *Face the Facts*

A major problem in the work of the Sunday church school is to secure a qualified and adequate corps of teachers. Each school sets up for itself certain ideals for its children and young people. Among others we find that following confirmation the young people are directed to the postconfirmation

Bible class, then to the Hi-League Bible class, the Luther League Bible class, and so on up, or forward. Where the needs for teachers can be satisfactorily met otherwise, the above pattern is certainly commendable.

Too often we find that more attention is given to an ideal or a pattern than to the needs of particular classes in the school. Has the best and most suitable teacher available been secured for a given class in the school? If the answer is "Yes," and yet there is so much to be desired by way of improvement, there certainly is justification for trying to widen the field of available candidates for the teaching staff.

### *Most Promising Field*

The most promising field for teachers beyond the conventional is in the Luther League. Immediately I hear someone say that under no circumstances should a teenager be a teacher in the church school. They are too young, they cannot maintain discipline, they

will not have the respect of the members of their classes. We are very much aware of the generality of these objections. However, after a thorough study of a particular situation it was found that every objection except, of course, age, raised with regard to using the talents of a Luther Leaguer as a teacher could be raised with equal emphasis against teachers in every other age bracket.

Perhaps this was also something of that which Paul felt in his heart. Timothy had the call, his youth must not prevent him from being used during these exuberant years.

#### *And a Possible Solution*

Confronted with the need for qualified teachers, having combed the conventional fields, defeated in our effort to interest a sufficient number to take over an increased number of classes, the question was asked: "Why not ask some of the young men and women of the Luther League to teach?" The usual objections were raised, but looked at in the light of our experiences and our need, these objections now seem weak. A study was made of the factors in favor of integrating Sunday church school teaching with our Luther League, that is, using Leaguers as teachers, and planning a program

of teacher training preparation especially for Leaguers.

Favoring the plan the following factors seem most obvious:

*Young Leaguers still retain the essentials of their confirmation instruction in mind. Time has not effaced what they have received.*

*Among the Leaguers there are those who are looking for a place to render service in the Church.*

*Among the Leaguers would be those who would find a real joy in teaching a class of children, sharing the joy of their own youthful faith.*

*Those accepting a position as teacher would have a real desire to make good, realizing what this would mean to them in other spheres of life.*

*Grade school children find their ideal often among high school and college students. They follow the accomplishments of their ideal with interest. It means much when they can say, "He is my Sunday school teacher, too."*

*For the growing Leaguer, this trying of his wings could but be beneficial, for with lesson preparation, teaching the class, setting the example, his own spiritual life would be exercised.*

### *We Acted*

Our local situation favored setting up a program of integration. Several Leaguers were called to teach. The teacher training class was organized. We were most successful in getting a ready response from all who were called to teach. For several years there had been no male teacher in the school. Now we had four young men. This alone put a wholesome stamp upon the school from the point of view of the growing boy.

The teacher's meetings were devoted to lesson preparation, the semi-annual district teachers meetings brought much help to inexperienced teachers. In several instances we found that these Leaguers were applying methods observed in the public school, which could be adapted to the Sunday school class. There was also noted an eagerness to co-operate with the superintendent of the school, which added harmony throughout the school.

### *We Learned*

Particular note was taken of the discipline in the classes, since this constituted the main objection to having a Leaguer teach. Our observation after four years is that discipline is not determined by the

age of the teacher, but rather by what the teacher brings with her to class. Has she brought a well-prepared lesson? Is she able to bring that lesson to the plane of the child's understanding? Then the physical conditions, distractions from the class near by, the general room atmosphere are equally guilty of breaking down class discipline.

Whatever exceptions we have experienced among our Leaguers as teachers, we have found to apply as well to the older teacher. Age alone does not make a teacher.

### *The Training Program*

Mention has been made of a teacher training program for Leaguers. The ideal toward which we are working is to afford every potential teacher for our school the opportunity to receive at least one year of teacher training. Classes are held during the Sunday school hour each Sunday.

The first year following confirmation the entire class is enrolled in a postconfirmation Bible class. They are then eligible for the training class. There are times when someone needs to be urged to enter the teacher training class. But such urging has met with satisfying results by way of good teachers for the school.

Interest for teaching has been



aroused in the course. In this class we use the First Series (Elementary) course prepared by O. Fred Nolde and Paul J. Hoh. During the second half of the year the students may visit classes in the school to observe. We discourage them and the teaching staff from service as substitute teachers. Members of the class are invited to attend the teachers meetings and the district

institutes, and TTT workshops. We have met with gratifying results, even though we cannot boast of having completely eliminated the problem of securing teachers for the school. It is our desire to maintain a balance of qualified, mature Christians leading our teaching staff in the Sunday church school.

## *Today's Babies and the Christian Church*

By MARIE SHUPE

*Board of Parish Education, American Lutheran Church*

**M**ILLIONS of babies are born every year. Whose babies are they? They belong to their parents. They belong to God. And in a sense they belong to us, to you and to me and to every member of the Christian church. And so we must work together, parents and the church, with God, to bring them to their full inheritance. We are assured of God's promise. He will do His part.

### *What About Us?*

Most parents want to give to their children the best there is. They try to provide for their baby's physical care, and pediatricians, well-baby clinics, child-

care centers, books and pamphlets offer them help. They want the best for their baby's emotional and social development, and welfare agencies, child conservation leagues, and parent classes under various sponsorships stand ready to assist them. They want their baby to have every opportunity for mental growth, and they know that good schools are available from nursery age up. As parents become aware of a need for help in guiding the spiritual development of their child, they look to their church. They know that the church, and *only* the church, can give them that help.

### *What Can the Church Do?*

The church can help parents do their job better in these three ways:

1. By assuring them that it recognizes the Christian nurture of children as a joint responsibility of home and church.

2. By pledging to them its willingness to assume its share of that responsibility.

3. By providing some media of help for them.

Many churches are taking important steps in fulfilling these obligations through a Nursery Department. The work of this department begins at the baby's birth and extends until his fourth birthday. Two groups are included in the department, the Nursery Roll and the Nursery Class.

#### *The Nursery Roll*

During a baby's first years, the church can share in his Christian training only through his home and parents. This is the function of the Nursery Roll. Materials for use with the Nursery Roll cover a three-year period.

The American Lutheran Church recommends *Nursery Roll Messages*, a series of attractive, interesting, and helpful letters to be sent to parents during the time their child is on the Nursery Roll.

*Feed My Lambs* is a series of discussion topics which we have prepared for parent meetings during this same period. There are ten topics for each of the three years. It is neither possible nor advisable to tailor these topics to exactly fit the first, second, and third years of a baby's life. Attention has been given, however, to problems that are particularly pertinent to these years in their order. Our Board of Parish Education will mail a mimeographed copy of *Feed My Lambs, Year One*, free on request until our supply is exhausted.

#### *The Nursery Class*

When a child is around three years of age, the church begins to take a more direct part in his Christian training, through the Nursery Class in the Sunday church school. It recognizes, however, that his home remains the major teaching agency in his life. Our Nursery Class material, *Bible Storytime*, takes that fact into account.

*Bible Storytime* is currently being used for the first time. It consists of three parts:

For the child, a picture card with the day's story and Bible verse printed on the back. As its name indicates, each story is a

Bible story, simply and briefly told.

For the teacher, a guide that provides adequate suggestions for class sessions, including worship and activities. It contains the songs suggested for class use.

For parents, a guide to help them continue throughout the week the lessons that are presented on Sunday morning.

### *Nursery Work Is Home Work*

The home is the proving ground for all Christian teaching, for the application of the Bible truths that teachers try to point up in class sessions. Mother can retell the story, recall the Bible truth, repeat the Bible verse, and sing the song at a time when the occasion arises naturally, and when it will do the most good, *if Mother knows* the story, the Bible truth, the verse, and the songs that were used in the Nursery Class. The *Bible Storytime, Parents' Guide* acquaints the home with the materials and procedures of each class session and suggests ways of transferring these Bible lessons into everyday Christian living.

Enrichment helps for use with *Bible Storytime* both in Nursery Class and at home will be provided from time to time. The first of such helps is a group of three rec-

ords containing the first twelve stories in the course. These are unbreakable so that the three-year-old can play them for himself.

### *The Little Child in Our Midst*

In that well-known story, Jesus put a little child in the midst of His disciples, and said to them, "Whoever receives one such child in my name, receives me." He has put millions of them in our midst today. More than three million babies were born in our country alone, last year. Christ's church wants to take care of the babies. God will do His part. Will we do ours?

### *Some Testimonials from Nursery Departments*

"The proof of the pudding is in the eating," and the proof of any Nursery material is in its use and resultant outcomes. Here are some excerpts taken from letters from Nursery Roll superintendents and Nursery Class teachers in various sections of our church:

"That's my church,' three-year-old Danny told some guests as his family drove by. And indeed it was Danny's church. Our church likes to feel that it belongs to Danny as much as to the older members, and that our responsibilities to children and to adults are equally great.



"From the time Danny was baptized, he has been considered a true member of the congregation. The Nursery Roll superintendent filed a card for him when he was baptized. His baptismal certificate was not handed to his parents on the day of his baptism, but one of the Nursery Roll workers called at his home later and delivered it personally. Thus a home contact was made and this same worker called a number of times in the next three years. Danny is now past three, and for some time has been enrolled in the Nursery Class of our Sunday church school."

"Our Nursery Roll superintendent is responsible for maintaining data on the 300 children listed in her files, and her eleven staff workers do the footwork in delivering materials to the home. One staff worker eagerly awaited the opportunity to deliver a baptismal certificate to a family because she wanted to speak to the father about church membership. As a result of her call, that father is a member of this year's adult confirmation class."

"We believe the series of letters sent out to parents from their child's birth to his third birthday is the key which opens the door for good home-church relationships. We have found these letters a

welcome aid in developing Christian growth in our very young. They give the parents definite steps to follow to create an awareness of God in their children."

"It is the purpose of our Nursery Roll Mothers' Club to assist parents, mothers especially, by planned programs at regular meetings, with the Christian training of their preschool children. We have used the discussion topics successfully. Our public library has a fine selection of films on Child Training and Development. The Public Health Department has sent us speakers to discuss health problems."

"My church has a well-organized Nursery Department. Using the *Bible Storytime, Parents' Guide*, the teachers and parents, rather mothers, meet at the beginning of each quarter, usually on an afternoon. Provision is made to have someone take charge of the little ones. With the mothers free to give their entire attention to study, the teacher takes the mothers through *The Guide*, explaining all the lessons that will come up during the quarter, and showing how they can help their own children get the most out of each lesson. The mothers appreciate this help and guidance, and are eager to co-operate. Some inter-

ested ladies serve refreshments after the meeting, thus providing opportunity for sociability and relaxation.

"The *Bible Storytime, Parents' Guides* have been received enthusiastically. Each quarter they are gone over carefully at a meeting. They are taken to those who cannot attend. At the first meeting the plans of the department were outlined and the purpose of the meeting explained. At one meeting the teacher demonstrated a class session. Simple refreshments are served. This helps everybody to get better acquainted."

"I was asked to teach the Nursery Class because they needed someone who could handle music. I must admit I felt rather demoted because I had been teaching Juniors. But since I have started with *Bible Storytime* with a group of 24 three-year-olds I am ready to

admit I have never had so much fun in my life. Both the children and I are looking forward to next Sunday for we are going to build the village of Nazareth on the floor."

"We are a small congregation and must have all our children up to eight years in one class. We have always separated them into two small groups. Now we have three circles, although there are only two little girls and one boy under four years of age. All of the mothers use the *Parents' Guide*, and I really mean they *use* it. These three children know the little Bible stories almost word for word. I do not think they will ever forget them. I take the guides to the homes and go over them with the mothers. I believe helping them to see the aims of the lessons is the greatest help I give them."

---

*To worry is not to trust God's ability or willingness to help, and has serious consequences on body, mind, and soul. Worry is anxious, fearful, fretful contemplation of situations over which we are powerless, forgetting that God is powerful. Saying, "Everybody does it," does not make worry right, neither is that statement the truth, for devout Christians seek and really find release from it.*

From *Paths to Happier Living* by Carla Holtermann.

## Unwinding Yourself

By W. G. MONTGOMERY

AS a teacher, you sometimes find yourself tense, formal, inflexible, unnatural.

A teacher once said to me, "I've got to give up my class. I am all run down." She was blaming her condition on poor health. I saw she was sincere and greatly disturbed. She had come almost to the brink of collapse, and I believed she had brought all of it on herself by her unnatural attitudes while teaching.

### *Wound Up*

So, I got all the information I could about this teacher, and I found that she was not "run down" at all. She was all wound up, and needed to do some unwinding. She was easy to meet in the home or elsewhere, but in facing a class she seemed to lose all her naturalness of expression, suddenly becoming formal, stiff and inflexible.

She was so earnest in teaching a class that she became quite a different person from her natural self. This made her teaching sound artificial, with no place left for common experiences, humor or human interest.

This nervous tension caused her voice to be high pitched and too loud. She was highly intelligent and full of useful information, but being tense and all wound up, she poured out a continuous stream of talk. She was never still while talking, and was terribly self-conscious. She was constantly getting hurt by something said in or out of the class.

### *Racing with Time*

Because of her nervous nature she was constantly in a race with time during the lesson. Hurrying from one point to another, giving the class no time to think or talk, she rambled on without going anywhere. Then she would go home and suffer with headaches, sick spells, exhaustion.

Probably not many teachers are like that, but I am afraid all of us have some of it. I find myself sometimes all wound up, nervous, ready for the race with no place to go. I feel that this high tension is something we all might well watch in our teaching.

This teacher had many good qualifications. She was well educated, intelligent, and was a



beautiful character. But she was not socially minded, remaining in seclusion as much as possible. While friendly, she did not like to meet people. Her mind was well stored with book knowledge, and she was a close student of the Bible, yet seemed unable to warm up to actual people and think with them through the lessons.

### *Listening Necessary*

What she needed most, I think, was to let go and become more human, more flexible and informal in her recitations. Had she only relaxed and adjusted herself to the class and become a part of the surroundings, she would have been a great teacher. This, too, would have been an instant cure for her poor health.

It is the high tension, wound-up teacher who never takes time to listen, and being a good listener is necessary to good teaching.

A teacher can be so wrought up over what she wants to say, that she will scarcely listen to what her students want to say. Unless I watch myself I am likely to rush the student, or pay little heed to what he is saying, thinking only of what I want to say. Here is the temptation to talk too much which I believe most teachers will need to watch.

Indeed, talking too much is one of the worst faults a teacher can fall into, and once in, it is hard to get out. And I find that it is usually the wound-up teacher, the nervous, high-tensioned kind who most often falls into this error. If such a teacher would only calm down a bit and remember that her pupils also like to talk and be listened to, she might save herself a lot of headaches and be happier in her work.

### *Discussion*

Not only do members of the class like to have their opinions respected, but by listening to them we get their attention and win their respect. And getting their ideas and background and points of view will enable us to help them more in the days ahead.

The teacher who is well poised and in control of himself will never argue with members of his class. Friendly discussions, yes, but no arguments about controverted questions. She listens to all sides without taking sides because she can control herself. And because she can control herself she has no trouble controlling her class.

It is such self-control that enables the teacher to put herself in the place of each pupil, and see things through his eyes. Standing

in his shoes and traveling with him will often enable her to turn him in the right direction.

By being flexible, natural and informal, she can often pull a pupil into the right direction where the tense, rigid, formal one would have no influence whatever. While Jesus was divine, He was also flexible and so human that He could meet any person on that person's own level. Our teaching will be effective to the extent that we can do that.

### *Head Versus Heart*

I have noticed that the teacher who can unwind herself, who can be flexible, informal and at home before any class, is nearly always the one who has the greatest fund of knowledge, and who can express it in the most interesting way. She draws from many fields, getting much of her most valuable information from the people she meets both inside and outside the classroom and church.

If someone then should ask me what I think is the one most important qualification a teacher could have, I would say that I believe it is the fine art of being natural, flexible, friendly and informal. But to be sure, this is not enough.

There are many other qualities a teacher needs, but unless he has this naturalness of expression, or can develop it, his teaching can never rise to its fullest power regardless of how much education or knowledge he may possess.

In other words, unwinding yourself, getting down to the level of those you teach, being human, and giving and taking in turn is one of the best traits you can ever achieve.

Those who are wound up tight can teach only through the head, while the unwinding kind can transmit truths from heart to heart, and it is this kind of teaching that transforms lives.

---

### *Falling Leaves and Fires*

*Falling leaves and fires,  
Smoke-clouds pillared high—  
Nature's funeral pyres—  
Whisper: "Summer's by."*

*Memories dead and dying  
From forgotten days,  
Round my heart close-lying,  
Call to prayer and praise.*

From *Faith Has Eyes* by Victor E. Beck

## News and Views

By JOHN HILTNER

Waverly, Iowa

### *Did You See?*

The Religious Education Mobile Classroom pictured on the cover of the *Augustana Lutheran* (Aug. 22, 1951), the Santa Monica (Calif.) Bay Council of Churches trailer which is sent from school to school for released-time instruction. The trailer seats 34 pupils. It is equipped with desks, an altar, a blackboard, and facilities for audio-visual aids. That is blazing a new trail.

### *Going TV in the Church School*

Those Californians are just a little bit ahead of us, when it comes to the use of modern techniques. First Methodist Church of Orange, Calif., has an outlet for television in every classroom of its ultra-modern religious education building. Question: Do they have a worthwhile religious program on the screen? Who can tell us?

### *We Have a Program*

Some of you teachers in the Columbus, Ohio, area should have seen at least one of the television programs sponsored by the Board

of Parish Education, ALC, over station WBNS-TV in Columbus. The title of this series of programs is "Within This Book." It applies stories from the Bible to everyday family life. A family of five, the "Merrills" and "Uncle Paul," form the cast. The idea is to provide a family experience in Christian teaching and Christian living. This series is on an experimental basis. It will be continued if sufficient interest is shown to warrant the expenses. Experts in the television field rate the program highly. It would make a wonderful project for the combined forces of our Lutheran Sunday schools. What do you think about it?

### *An Early Start*

A Council Bluffs, Iowa, radio station recently carried the story of a mother who brought her baby to Sunday school when the child was five days old. The child is now a year and eight months old, and has not missed Sunday school once. The mother wants to start a solid habit for her child. Just what do you do with the two-year olds in your Sunday school?



*Vacation School Items*

In Flint, Mich., two races, white and negro, mixed freely in a vacation school this summer. How many of our church schools have enough courage to practice what they teach, namely that God is no respecter of persons? Come on now, tell us if your school takes in people of other races.

A non-Lutheran family in western Iowa, sent their two children to our vacation church school in a taxi. Must be worth it. The child of an unchurched family walked five miles every day to attend one of our church schools this summer. What is more, this faithful girl makes the same trip every Sunday for Sunday school.

*"Trick or Treat"*

The Rev. H. A. Heinecke, pastor of Zion Lutheran Church, Helotes, Texas, solves this November problem in his own way. "For the past two years I have invited the children knocking at the parsonage door on Halloween into the living room, where I showed them the filmstrip, *The Fourth Commandment*, or some other projected religious picture, and gave them a short explanation of the same. After thus giving the boys and girls the one thing needful, I gave them the treat they asked for. The chil-

dren went away pleased and happy. In every instance they gave me the impression they enjoyed the unexpected treat more than the requested one." How do you handle them?

---

*Is the room inviting and attractive?*

*What provision is made to create an atmosphere of beauty, worship, work, and friendliness?*

*Do teachers remove their hats and wraps and get busy on arrival, saving visiting together until after the session?*

*Do the teachers arrive soon enough to guide early comers?*

*Are there evidences of careful preparation and definite planning? If so, what?*

*From Guide for Observing a Church School Session for Children in the booklet And Gladly Serve.*

---

Stockholm—Nearly 3,000 Sunday schools, with 138,000 pupils and 7,000 teachers, are conducted in Sweden, according to statistics reported here. An increase of 25,000 pupils has been recorded in the past three years, it is said.

The 100th anniversary of the establishment of Sunday schools in Sweden is being observed this year.

## Brass Band

Pastor Johann Hartig, leader of a group of five hundred Lutheran Siebenbürger Saxons who are living in a refugee camp just outside Salzburg, Austria, is pleased as punch over the latest help his congregation has received from the Lutheran World Federation Service to Refugees.

The gift has enabled his flock to outfit a church band, without which no Siebenbürger baptism, confirmation, wedding, or burial is complete.

The gift originated with Siebenbürgers in America and was channelled to the congregation at Anthering by the National Lutheran Council and the Lutheran World Federation. The money went toward the purchase of musical instruments.

The grant was particularly appropriate because the congregation, which has no organ for its hymns and liturgy, has experienced four years of difficulty in singing a cappella. Welcome by-products of the gift are free musical instruction to the youth, raising of group morale, and strengthening of allegiance to the church.

The Transylvanians have always considered a church orchestra as much a part of their worship as a choir. They are now requesting another \$180 from friends and relatives in the United States to expand their orchestra and enable seven more boys to join the group.

The Siebenbürger Saxons are a large group of ethnic Germans, often called Transylvanians, who for years tilled the soil of the lower Danube Valley until they fled in 1945. There are about 30,000 of them living as refugees in Austria.

As Pastor Hartig enthusiastically describes the customs of his people: "It is the church orchestra which leads babies to baptism, confirmands to their confirmation, the bridal couple to the altar, and the dead to their last resting place."

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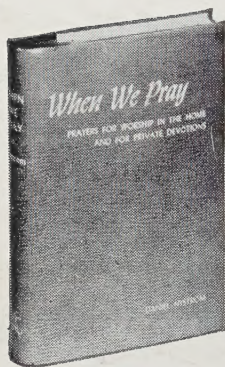
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